Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Office of Title I Academic Support

Districts in Improvement Year 3

Workbook Appendix

March 2009

Developed with assistance from
Great Lakes East Comprehensive Center at Learning Point Associates

Contents

History of the Elementary and Secondary Education Act: Where Does NCLB Fit In?

The first Elementary and Secondary Act (ESEA), established in 1965, has been edited and changed by each president since that time. The historical timeline shown in Table 1 outlines the changes in the ESEA to its current status as the No Child Left Behind Act.

Table 1. Federal Historical Timeline: Elementary and Secondary Education Act

1965	Elementary and Secondary Education Act (ESEA) established under President Johnson: • Includes Title I funding for poor students as the focal point
1968	ESEA under President Nixon: • Adds Title VII for Bilingual Education
1969	First National Assessment of Education Progress (NAEP) administered
1970	ESEA under President Nixon: • Requires that Title I schools receive state and local funding comparable to non-Title I schools
1978	ESEA under President Carter: • Allows for Title I funding to be spent "schoolwide" if more than 75% of students are from poverty
1981	ESEA under President Reagan: • Consolidates many grants into a single block grant • Reduces ESEA funding
1983	"A Nation at Risk" published by the National Commission on Excellence in Education upon request of the U.S. Secretary of Education (serving under President Reagan) • Concludes that low academic performance of American students is a national problem
1988	• Congress creates the National Assessment Governing Board to set NAEP policy • Districts must assess Title I schools based on standardized tests
1994	ESEA under President Clinton: • ESEA called *Improving America's Schools Act* • Requires states to create standards and align assessments for all students • Emphasizes and provides for: ▪ Charter schools ▪ Educational technology ▪ 21st Century Grants ▪ Class-size reduction
2002	ESEA under President Bush: • ESEA called No Child Left Behind (NCLB) Act • Built on four pillars: ▪ Accountability for results ▪ Expanded parental options ▪ Doing what works based on scientific research ▪ Expanded local control; flexibility

History of Special Education: Where Does NCLB Fit In?

At the same time that federal laws regarding "disadvantaged or poor" youth emerged, laws regarding students with disabilities, initially termed as "handicapped," were developed. The laws have a rich history, showing our country's increased understanding of the needs and the capabilities of students (and adults) with special needs.

Table 2. Federal Historical Timeline: Special Education

1963	Public Law (PL) 88–164 enacted • Funding for preparing personnel to educate handicapped children
1966	PL 89–10 amended: • Includes Title VI, Education for Handicapped Children Act, PL 89–750 • Authorizes funding for children in local education agencies (e.g., schools) • Disability categories defined as "mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, and other health impaired who by reason thereof require special education" • Includes amending of PL 89–313 for children in institutions (state-operated and state-supported programs) for the handicapped • Requires establishment of a bureau of the education and training of the handicapped within the U.S. Office of Education
1975	PL 94–142, Education of All Handicapped Children Act enacted • Mandates a free, appropriate education • Requires services for children with disabilities ages 6–17
1986	PL 99–457 amended the Education of All Handicapped Children Act • Extends ages of services to children with disabilities to ages 3–21 • Mandates family-focused intervention for preschoolers
1990	Americans with Disabilities Act (ADA) enacted • Requires accommodations in public services, transportation, and telecommunications • Adds "AIDS" to list of disabilities
1990	Individuals with Disabilities Education Act enacted • Expands 1975 Act, PL 94–142 • Adds "autism" and "traumatic brain injury" to list of disabilities • Mandates bilingual education for children with disabilities • Increases confidentiality and due process procedures
1992	Adopts name of "IDEA" for former amendments • Requires development of Individual Family Service Plan (IFSP) rather than Individual Education Plan (IEP) for preschoolers and their families
2004	IDEA is amended. • Is now called the Individuals with Disabilities Education Improvement Act. Is referred to as IDEA '04. • Incorporates the concept of response to intervention, brings forth the essential components of reading instruction, requires the use of evidence-based strategies, and strengthens transition requirements.

Table 3. State of Indiana Historical Timeline

1844	Establishes a state residential school for children who are deaf
1847	Establishes a second residential school for children who are blind
1897	Indianapolis Public School establishes the first program for "disturbed and delinquent adolescent boys"
1947	Chapter 276, Acts of 1947 enacted: • Establishes the Division of Special Education within the Department of Public Instruction • Includes provision: "To make with the approval of the State Board of Education, rules and regulations governing the curriculum and instruction, including licensing of personnel in the field of education, as provided by law"
1948	Rule S–1 adopted: • Established the Division of Special Education in Indiana
1969	Chapter 396 adopted: • Requires public schools to provide programs for all eligible school-age handicapped children residing within their school boundaries beginning with 1973–74 school year • Requires school corporations, individually or jointly with other corporations, to submit comprehensive plan to serve the handicapped by July 1, 1971 • Creates a seven-person State Advisory Council • Provides authority to public schools for operation of programs for all handicapped children, beginning at age three years and for children who were deaf beginning at age six months
1992	Article 7 approved: • By the State Board of Education in August 1991. In December 1991, the Governor signed the new Rule into law, effective January 8, 1992
2002	• Revision of Article 7
2008	• Revision of Article 7
2009	• Proposed Revision of Article 7 (to comply with amendments to IDEA 2004)

Research and Literature Review:
High-Poverty, High-Performing School Districts

Reviewing the literature and research regarding district improvement is the critical first step in creating a plan to improve student achievement. District and school leaders need to answer the question, "What is it that successful districts do that results in major gains in student learning? What are the strategies of high poverty, high-performing districts?" To assist districts in answering these questions to develop viable improvement plans, the Indiana Department of Education (IDOE), Office of Title I Academic Support provides the following summary of the research and best practices literature in this area. The results fall into six categories that are consistently seen in districts that dramatically improve student achievement.

District and school leaders should consider the findings below in developing district improvement/action plans. This should be followed by a process or system to ensure that all actions are consistently implemented in all schools across the district. As you read the summaries, evaluate how your district measures up to the descriptions and what evidence is available to support the evaluation.

1. **A clear vision focused on student achievement.** High-performing districts and schools maintain a clear vision, an unwavering focus on student achievement, and a deeply ingrained belief that all students can achieve to high expectations (Skrla, Scheurich, Johnson, Hogan, Koschoreck, & Smith, 2000).They develop clear goals, shared by the schools and district, tied to measures of improvement (Datnow & Stringfield, 2000). High-performing districts assume responsibility for the success of all district schools and build capacity and promote strategic and coherent planning (O'Day & Bitter, 2003). They develop a shared vision among stakeholders, especially the school board and superintendent, on the goals and strategies of their reform efforts (Snipes, Doolittle, & Herlihy, 2002).
2. **Instructional leadership focused on student and teacher learning.** The leaders of high-performing districts regard improving student achievement as their top or even their sole focus (Elmore, 2000; McLaughlin & Talbert, 2003; Skrla et al., 2000). Leaders in high-achieving districts establish a systemwide approach to improving instruction and make decisions based on data, not instinct (Togneri & Anderson, 2003). District leaders ensure that each school has an equitable distribution of competent teachers; select and support principals who know how to establish a collaborative, instructionally focused school environment; and provide schools with high-quality expertise that is part of consistent, intensive professional development (Lewis, 2001).
3. **Data that are useful and reliable and that guide and monitor instruction and progress.** The collection and regular use of data is the lifeblood of high-performing districts (Annenberg Institute for School Reform, 2002). These districts develop and maintain data systems that constructively monitor the performance of students, classrooms, schools, the district, and community partners (McLaughlin & Talbert, 2003). Data are disaggregated by student subgroup to promote equity-driven planning and decision making (McLaughlin & Talbert, 2003; National Center for Educational Accountability, n.d.; Skrla et al., 2000). High-performing districts make data usable and

useful by supporting master teachers and coaches to help analyze data and disseminate the results to teachers (Togneri & Anderson, 2003).

4. **Curriculum, instruction, and assessment aligned with high standards.** High-performing districts develop and implement a coherent, cohesive districtwide curriculum aligned with high academic standards (Mass Insight Education, 2001). District leaders empower and support building-level leaders to use a vertically integrated curriculum to drive student and teacher learning (Mass Insight Education, 2004). Teachers are supported to use formative assessments for ongoing decisions about what and how to teach (National Center for Educational Accountability, n.d.).

5. **Professional development that promotes and extends effective curriculum and learning.** High-performing districts foster the belief that all adults—including everyone working in the system—can learn and provide opportunities for such learning to occur (New American Schools, 2003; McLaughlin & Talbert, 2003). Teachers are supported with high-quality professional development that is intensive, sustained, content-focused, aligned with state academic standards, and regularly evaluated for effects on teacher and student learning (Garet, Porter, Desimone, Birman, & Yoon, 2001; Loucks-Horsley, Hewson, Love, & Stiles, 1998; Supovitz, 2001). High-quality professional development also is based on a carefully constructed and empirically validated theory of teacher learning and change (Ball & Cohen, 1999; Sprinthall, Reiman, & Thies-Sprinthall, 1996). Effective professional development is focused on the deeper issues of curriculum and learning, rather than on a "patchwork of opportunities—formal and informal, mandatory and voluntary, serendipitous and planned" (Wilson & Berne, 1999, p. 174).

6. **Parents, families, and communities are actively involved in supporting their child's learning.** High-performing districts and schools engage parents in establishing high expectations for student success and achievement (Catsambis, 2001; Jeynes, 2003; Trusty, Plata, & Salazar, 2003). Effective communication between the district (school) and parents provides parents with the information they need to support their child's learning and success (Cooper, Jackson, Nye, & Lindsay, 2001). When families of diverse backgrounds are involved at the school level, teachers become more aware of cultural and community issues and, in turn, reach out to parents in meaningful and effective ways (Domina, 2005; Marschall, 2006).

District Self-Assessment Rubrics

General Principles of Improvement	Arizona *Standards and Rubrics for School Improvement* (2005)	Just for the Kids (NCEA) *Best Practices Framework* (n.d.)	Michigan *School Improvement Framework* (n.d.)	Wisconsin *Characteristics of Successful Districts* (2006)
Vision, School, Culture	• School culture • Climate • Communication			• Vision • Values • Culture
Leadership	• School and district leadership	• Staff selection, leadership, and capacity building	• Instructional leadership • Shared leadership • Operational and resource management	• Leadership • Governance
Data-Driven Decision Making	• Classroom and school assessment	• Monitoring • Compilation, analysis, use of data	• Data management • Information management	• Decision-making • Accountability
Curriculum, Instruction, Assessment	• Curriculum, instruction, professional development	• Instructional programs, practices, and arrangements	• Curriculum • Instruction • Assessment	• Curriculum • Instruction
Professional Development			• Personnel qualifications • Professional learning	• Professional development • Staff quality
Parent-Community Involvement			• Parent/family involvement • Community involvement	

References for Self-Assessment Rubrics

Arizona Department of Education. (2005). *Standards and rubrics for school improvement.* Phoenix, AZ: Author. Retrieved March 10, 2009 from http://www.ade.az.gov/schooleffectiveness/STDSRUBRIC.pdf

Michigan Department of Education. (n.d.). *Michigan school improvement framework.* Lansing, MI: Author. Retrieved March 10, 2009, from http://www.michigan.gov/documents/SIF_4-01-05_130701_7.pdf

National Center for Educational Achievement. (n.d.). *Just for the kids best practices framework.* Austin, TX: Author. Retrieved March 10, 2009, from http://www.just4kids.org/en/research_policy/best_practices/framework.cfm

Wisconsin Department of Public Instruction. (2006). *Characteristics of successful districts.* Madison, WI: Author. Retrieved March 10, 2009, from http://dpi.state.wi.us/ssos/pdf/characteristics.pdf

Knowing Our Students

Making Decisions Using Data

AYP results allow us to know which student groups did not meet AYP. This is a good first step, but we need to know much more about these students if we are to provide the instruction most appropriate for their learning. We need more data about these students—individually—in order to make solid instructional decisions. In this section, we strive to know the students: who they are and what they need from the district and the schools through examining various types of data.

Types of Data

Perception Data. We all have perceptions or beliefs about our students' ability to learn, our own ability to teach, and our administrators' ability to lead. Gathering perceptual data allows us to learn how parents view the school or how students believe the adults at the school care about them. Perception data are based on our own experiences as well as others' experiences that are told to us, as well as the values and attitudes we hold. Examples of perception data include:

- "Our students continually move from one school to another; that is why we are not meeting AYP."
- "Ninety percent of our students are from poverty; of course, they can't learn like the kids in the middle-class suburbs."
- "Students in special education shouldn't be expected to pass ISTEP+. Even those students who are moderately learning disabled or in a wheelchair—they can't learn like the others."

Although perception data can be useful, they also can be dangerous if they offer excuses as to why students are not learning. Perception data analysis needs to be followed by the question, "What evidence do we have to support this theory or perception?" When possible, multiple data sources and types of data should be utilized.

Demographic Data. Demographic data identify characteristics of people. Student demographic data include grade level, age, gender, ethnicity, race, and many other variables. As you seek to understand how to improve the learning of students not passing ISTEP+, the analysis of demographic data provides reliable findings and is useful in examining the accuracy of perceptual data.

Summative Assessment Data. Summative assessments do simply that—they "summarize" student learning over time. They include assessments that occur at the end of a course, at the end of a semester, or once a year (such as ISTEP+). Although they are defined as summative, such assessments are limited because they essentially are single snapshots of student learning at one point in time. Although summative assessment data are useful for identifying groups of students who are struggling or specific schools that need attention, they are not useful for determining specific student learning needs.

Formative Assessment Data. Assessments that focus on determining student learning step-by-step or goal-by-goal are termed formative assessments. The results from such assessments allow teachers to know which students learned the information or skills and to what extent or level. Good formative assessments allow the teacher to understand where in the cognitive process the student was overly challenged. Formative assessments may be teacher-developed or purchased programs, such as "Acuity" and "Wireless Generation." Formative assessments are critical for instructional decision-making.

Determining the Quality of the Data

With the passage of NCLB, data have taken on a new emphasis. Data are needed to make good decisions and to provide accountability for those decisions. The quality of the data is paramount. Teachers and administrators need to consider not only the data but the *reliability* and *validity* of those data. Is the test measuring what it was intended to measure? Was it collected fairly? Was it analyzed correctly?

Reliability refers to the extent to which the student would receive the same score on repeated administrations of the tests or assessments. A test is considered reliable if it yields the same results over several repeated trials by the same student.

Validity refers to the extent to which the test or assessment measures what the test developer intended to measure. For example, let's say that a student with limited English language skills recently arrives in the United States and subsequently takes a social studies chapter test. The test results are not valid because the test did not measure the student's social studies knowledge; rather, it measured the student's knowledge of the English language.

An Activity to Share With Your School or District: Which Data Sources Will Tell Us About Our Struggling Students?

➲ *Directions:* Tables 4–7 will be used for this activity. Select one of your student groups not meeting AYP: students receiving free and reduced lunch (Title I), students in special education, or students learning English as an additional language (often referred to as English Language Learners or ELLs).

1. Consider each data source listed. As a group, write in the name of the district document that contains the data in column 2 and who in the district holds the document in column 3).
2. Variables indicated with an asterisk are especially important to disaggregate. Data abbreviations and codes are shown in Table 7.

Table 4. Students Receiving Free and Reduced Lunch—Title I

Variable (Percentage—Numbers)	Data Source/ Name of Document	District Person Holding Document
Total students by school; by grade		
*Attendance rates in regular school day by school; by grade level		
Attendance rates in extended school day by school; by grade		
Participation rate on ISTEP+ by school; by grade		
Are English language learners		
*Are enrolled in special education		
*Discipline and suspension rates by school; by grade level		
Graduation and drop out rates by school; by grade		

Table 5. Students Enrolled in Special Education

Variable (Percentage—Numbers)	Data Source/ Name of Document	District Person Holding Document
Total students by school; by grade		
*Attendance rates by school; by grade		
Participation rate on ISTEP+ by school; by grade		

Variable (Percentage—Numbers)	Data Source/ Name of Document	District Person Holding Document
Are English language learners		
* By disability category; by school; by grade level (see Table 7)		
* By disability in various educational environments (LRE)		
*Discipline and suspension rates by school; by grade level		
*Graduation and drop out rates by disability, age, and other variables		

Table 6. Students Enrolled as Learners of English (ELL)

Variable (Percentage—Numbers)	Data Source/ Name of Document	District Person Holding Document
Total students by school; by grade		
Attendance rates by school; by grade		
*Participation rate on ISTEP+ by school; by grade		
Are enrolled in special education		
* By instructional program		
* By length of time in program		
* By English proficiency level		
*By home language		
*Discipline and suspension rates by school; by grade level		
Graduation and drop out rates by disability, age, and other variables		

Data Abbreviations and Codes

Students With Disabilities

Table 7. Disability Categories

AUT	Autism spectrum disorder	MI	Mild mental disability
CD	Communication disorder	MO	Moderate mental disability
DSI	Dual sensory impairment (deaf-blind)	MH	Multiple disabilities
DD	Developmental delay (early childhood)	OI	Orthopedic impairment
EHFT	Emotional disability (full time)	OHI	Other health impairment
EHAO	Emotional disability (all others)	SP	Severe profound mental disability
HI	Hearing impairment	TBI	Traumatic brain injury
LD	Learning disability	VI	Visual impairment

Placement in Educational Environments

Schools and districts report students' placement in learning environment in terms of the amount of time spend in the regular classroom. When students are not in the regular classroom, they are in therapy rooms, resource rooms, self-contained classrooms, or separate schools or placements. When students are in the regular classroom, they potentially have more access to the school/ district curriculum. Therefore, when examining the data of students with disabilities, it is important to note the amount of time each student spends in the classroom as an indication of exposure to the regular curriculum. The amount of time in the classroom is designated on students' individualized education plans (IEPs) as:

- Removed from regular class less than 21 percent of the day
- Removed from regular class greater than 60 percent of the day
- Served in public or private separate schools, residential placements, or homebound or hospital placements

Students Learning English As an Additional Language (or ELL)

Level of English Proficiency.

- LEP: Limited English Proficient
- FEP: Fluent English Proficient

Language Codes.

- Spanish
- For a list of all language codes, see: http://www.doe.state.in.us/lmmp/pdf/lm_language_code_sheet.pdf

Instructional Programs.

- Transitional Bilingual Education
- ESL program
- Pull-out ESL
- Content-based ESL
- Regular education program
- English to speakers of other languages (ESOL)
- Sheltered English
- Structured immersion

For a list of definitions of the above, see http://www.doe.in.gov/stn/pdf/LM.pdf. Scroll down to "Field Order 13"

An Activity to Share With Your School or District: What Can We Learn About Our Struggling Students?

Examining data about students is central to developing and implementing an improvement plan "to address the deficiencies in the LEA that prevent students … from achieving" and to "address the fundamental teaching and learning needs ... especially the academic problems of low-achieving students" (U.S. Department of Education, 2006, p. 46). Through this activity, you will examine student data to develop data findings related to your struggling students.

➲ *Directions:* Complete the following steps using the data provided by IDOE, Office of Title I Academic Support and/or data that you brought with you. Work in pairs or small groups to complete Table 8.

1. Select a student group to examine.
2. Review the data source and determine various ways to disaggregate the data in order to divide the students into smaller groups and provide more detailed information.
3. Select two variables (e.g., grade level, disability category, placement in regular classrooms, level of English proficiency, attendance rate) that are the most likely to determine which students are in greatest need.
4. Examine the data, comparing the two variables. When returning home, be sure to examine this same data at the school level in addition to the district level and disaggregate further.
5. Develop findings—a short phrase that summarizes the examination of the data.
    - Findings do not offer explanations or probable causes; they simply state the facts from the data.
    - Findings include observations, patterns, and trends.
    - A single data source will yield multiple findings.
6. Discuss the questions at the end of the activity.

◈ Data Source Tip

Do you want to know how a group of students scored on ISTEP+ in an ELA strand, such as reading comprehension?

- Go to ASAP and select "Corporation Snapshot."
- Go to "Delve Deeper into the Data."
- Select "Standards Drilldown" and then "Student Subgroup

Table 8. Activity: What Can We Learn About Our Struggling Students?
Disaggregating Student Data

Student Group	Data Source	Variable #1	Variable #2	Findings
Example: Students With Disabilities	Student count by grade, 2008	Disability category	Grade level	1. The number of students with disabilities dramatically decreases at Grades 3 and 4 due to students with communication disorders (CD) being exited out. 2. The number of students identified as having an emotional disability full-time (EMFT): • Dramatically increases at Grades 7 and 8. • Includes 75% more boys than girls. • Pronounced increase of absenteeism in Grade 7 and beyond.

Student Group	Data Source	Variable #1	Variable #2	Findings

An Activity to Share With Your School or District: What Can We Learn About Our Struggling Students? (continued)

➲ *Directions:* Each group presents the findings to the whole group, writing them on chart paper. Remember to focus only on the findings; the potential reasons and causes will be discussed later.

1. Which findings correspond to "the academic problems of low-achieving students" (U.S. Department of Education, 2006, p. 46)?

2. Which of the findings particularly "address the deficiencies in the LEA that prevent students … from achieving" (U.S. Department of Education, 2006, p. 46)?

3. Based on answers to Questions 1 and 2, which findings cause the district the greatest concern? Place an asterisk beside those findings.

4. Which, if any, of the findings were not expected? Why? Do the findings conflict with perception data?

5. What patterns or trends emerged?

6. What other student groups are not meeting AYP? Will our district need to develop data findings when we return home?

Questions to Ask About Student Subgroups

Students With Disabilities

If the student group not meeting adequate yearly progress (AYP) is Special Education:

1. What are the numbers or percentages of students enrolled in special education by disability category, age or grade level, gender, ethnicity, or educational placement?
2. What are the numbers or percentages of students in "regular class" (80 percent or more of the day), in "resource room" (40 percent to 79 percent of the day), and in "separate class?"
3. What are the numbers or percentages of students returned to general education by disability category, age or grade level, gender, ethnicity, or educational placement?
4. What are the rates for suspension, expulsion, drop-out, or graduation by disability category, age or grade level, gender, ethnicity, or educational placement?

Black

If the student group not meeting AYP is Black:

1. Are the students in the subgroup black generally the same students as in the free or reduced-price lunch subgroup?
2. What is the percentage of black students in the district compared to the percentage enrolled in special education?
3. How do the scores and achievement levels of black students change as they advance through the grades?
4. Are there significant increases or decreases at certain grade levels?
5. Do such patterns occur for males and females?
6. Do the patterns occur regardless of the elementary school attended or of the middle school attended?
7. What support systems are in place for this specific subgroup, and what is the rate of use by the students?
8. How do the supports vary across schools and grade levels?
9. What evidence is there that the supports are effective in increasing student attendance, engagement, or achievement?

Free/Reduced-Price Lunch

If the student group not meeting AYP is Free or Reduced-Price Lunch:

1. What are the percentages of students identified as qualified for free or reduced-price lunch by race or ethnicity, by LEP, by gender, and by disabilities?

2. What are the percentages by grade levels?
3. What are the percentages by specific schools and by the corresponding middle and high schools into which they feed?
4. How do students' scores and achievement levels for this subgroup change as they advance through the grades?
5. Are there significant increases or decreases at certain grade levels?
6. Do such patterns occur for students who qualify for free or reduced-price lunch and for students who do not qualify for free or reduced-price lunch?
7. What support systems are in place for this specific subgroup, and what is the rate of use by the students?
8. How do the supports vary across schools and grade levels?
9. What evidence is there that the supports are effective in increasing student attendance, engagement, or achievement?
10. What supports are in place for teachers of students from this subgroup?

Limited English Proficient

Consider not only those students who are officially designated as LEP but the subgroup Hispanic as well. It is important to investigate the services and supports that Hispanic students receive after exiting from LEP programs.

If the student group not meeting AYP is LEP (or any ethnic group of students who have not yet mastered academic English):

1. What percentage of students in the district is of a group other than black or white?
2. What percentage of students receive English language services?
3. Are the students in the LEP subgroup generally the same students as in the free or reduced-price lunch subgroup?
4. What percentage of LEP students arrive with no prior educational experience and are older than the age of 10?
5. What support services are available for LEP students and other students who are proficient in social English but not academic English?
6. What services exist to support classroom teachers of students who are not yet academically fluent in English?
7. Are the teacher supports available at all grade levels?
8. What evidence is there that the supports are effective in increasing student attendance, engagement, or achievement in the learning of English and in the learning of the content knowledge?

Websites of Research and Best Practices for Student Subgroups

The websites listed in Tables 9–13 contain various levels of research and best practices and, thus, the user maintains the responsibility to determine a study's rigor, reliability, and validity, and its appropriateness for a specific student or teacher population.

Table 9. The National Content Centers

Organization	Website	Information From Their Websites
The National High School Center	http://www.betterhighschools.org	• "The National High School Center is a central source of information and expertise on high school improvement issues for the regional comprehensive centers … • The Center identifies effective programs and tools, offers user-friendly products and provides high-quality technical assistance to support the use of research-based approaches within high school learning communities."
The Assessment and Accountability Comprehensive Center	http://www.aacompcenter.org	• "The AACC implements, evaluates, and improves assessment and accountability systems … • … provide resources in the following targeted areas: Special Populations; English Language Learners; Data Systems; Accountability Models; High School Assessment."
The Center on Innovation and Improvement	http://www.centerii.org/	• "The Center provides technical assistance for regional comprehensive centers in conjunction with their work with state departments of education and related agencies. • Current technical assistance projects include: Restructuring, State Evaluation of SES Providers, SES Outreach to Parents, Statewide Systems of Support, Solution Finding, and the Institute for School Improvement and Education Options."
The Center on Instruction	http://www.centeroninstruction.org/	• "… a cutting-edge collection of scientifically based research and information on K–12 instruction in reading, math, science, special education, and English language learning."
The National Comprehensive Center for Teacher Quality	http://www.ncctq.org/	• "NCCTQ is a national resource … for strengthening the quality of teaching—especially in high-poverty, low-performing, and hard-to-staff schools."
The National Center on Response to Intervention	http://www.rti4success.org/	• "The Center's mission is to provide technical assistance to states and districts and building the capacity of states to assist districts in implementing proven models for RTI/EIS."

Note: The content centers are federally funded under NCLB. Their work is topical yet also crosses the various groups of students as identified in NCLB.

Table 10. Federally Funded Databases

Database	Website	Information From Their Websites
What Works Clearinghouse	http://www.w-w-c.org/	• "The What Works Clearinghouse (WWC) collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies). • Current topics include: beginning reading, character education, dropout prevention, early childhood education, elementary school math, English language learners, and middle school math."
ERIC (Educational Resources Information Center)	http://www.eric.ed.gov/	• "ERIC provides free access to more than 1.2 million bibliographic records of journal articles and other education-related materials and, if available, includes links to full text. ERIC is sponsored by the U.S. Department of Education, Institute of Education Sciences (IES)."

Table 11. Sources for *Closing the Achievement Gap*

Organization	Website	Information From Their Websites
The National Center for Culturally Responsive Educational Systems	http://www.nccrest.org/	• "NCCREST provides technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and reduce inappropriate referrals to special education • The project targets improvements in culturally responsive practices, early intervention, literacy, and positive behavioral supports."
The Minority Student Achievement Network	http://www.msanetwork. org/research. asp	• "MSAN is a national coalition of multiracial, relatively affluent suburban school districts that have come together to study the disparity in achievement between white students and students of color through intensive research. • The Network was established to discover, develop, and implement the means to ensure high academic achievement of minority students."

Table 12. Sources for *English Language Learners—Limited English Proficient*

Organization	Website	Information From Their Websites
National Clearinghouse for English Language Acquisition	http://www.ncela gwu.edu/	• "NCELA supports the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) in its mission to respond to Title III educational needs, and implement NCLB as it applies to English language learners. • It collects, analyzes, synthesizes, and disseminates information about language instruction educational programs for limited English proficient children, and related programs."
Center for Applied Linguistics	www.cal.org	• "CAL is a private, nonprofit organization working to improve communication through better understanding of language and culture…bilingual education, English as a second language, literacy, foreign language education, dialect studies, language policy, refugee orientation, and the education of linguistically and culturally diverse adults and children. • CAL's experienced staff of researchers and educators conduct research, design and develop instructional materials and language tests, provide technical assistance and professional development, conduct needs assessments and program evaluations, and disseminate information and resources related to language and culture."
Teachers of English to Speakers of Other Languages	http://www.tesol.org/	• "Teachers of English to speakers of other languages (TESOL) refers to the field itself as well as the professional association. • Its mission is to ensure excellence in English language teaching to speakers of other languages. TESOL values professionalism in language education; individual language rights; accessible, high quality education; collaboration in a global community; interaction of research and reflective practice for educational improvement; and respect for diversity and multiculturalism."
Indiana Department of Education—Office of English Language Learning and Migrant Education	http://www.doe.state.in.us/lmmp/	• See website for links to specific information regarding Indiana.

Table 13. Sources for *Students With Disabilities—Special Education*

Organization	Website	Information From Their Websites
National Dissemination Center for Children with Disabilities	http://nichcy.org/	• "NICHCY serves the nation as a central source of information on: disabilities in infants, toddlers, children, and youth; IDEA; No Child Left Behind (as it relates to children with disabilities); and research-based information on effective educational practices."
The Access Center	http://www.k8accesscenter.org/index.php	• "The Access Center is a national technical assistance (TA) center funded by the U.S. Department of Education's Office of Special Education Programs. • Our mission is to improve educational outcomes for elementary and middle school students with disabilities."
Regional Resource and Federal Centers (RRFC) Network	http://www.rrfcnetwork.org	• "The RRFC Network is made up of the six Regional Resource Centers for Special Education (RRC) and the Federal Resource Center (FRC). • … to assist state agencies in the systemic improvement of education programs, practices, and policies that affect children and youth with disabilities. • These centers offer consultation, information services, technical assistance, training, and product development."
The National Center on Student Progress Monitoring	http://www.studentprogress.org/	• "… a national technical assistance and dissemination center dedicated to the implementation of scientifically based student progress monitoring [as related to students with disabilities] • … to provide technical assistance to states and districts and disseminate information about progress monitoring practices proven to work in different academic content areas (Gr. K–5)."
Council for Exceptional Children	http://www.cec.sped.org/	• "CEC is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. • CEC advocates for appropriate governmental policies, sets professional standards, provides continual professional development, advocates for newly and historically underserved individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice."

Benefits of an Aligned, Rigorous Curriculum

- **Benefit: Agreement on the skills and increased rigor.** Designing a new curriculum requires teachers to map or write down what they are teaching and then share that information with the other teachers in their grade level. These skills then are shared with the teachers in the grades before and after them (e.g., sixth-grade teachers meet with fifth- and seventh-grade teachers). Teachers examine the level of cognitive demand required in the skills to create challenging expectations from one grade to the next, with the end result being a rigorous and engaging curriculum.
- **Benefit: Sharing of formative assessments that inform teaching.** By definition, "curriculum" focuses on daily and weekly classroom assessments—formative assessments—as opposed to end-of-the-semester, year-end, or state-mandated, standardized assessments. Formative assessments acknowledge students' various preferences for demonstrating their knowledge through the use of such activities as oral presentations, projects, demonstrations, and team presentations, as well as traditional quizzes and tests. The results allow teachers to determine the specific task or piece of the problem that a student has not yet grasped and to respond with appropriate supplemental activities and instruction.
- **Benefit: Sharing of instructional practices that work.** As teachers share what they teach, the conversation naturally often turns to how they teach it. They learn of others' ways to present the information, to value different learning styles, and to differentiate instruction. Collaborative team discussions provide a nonthreatening yet informative process for sharing instructional practices and for adopting those that are working well for specific learners.
- **Benefit: Alignment among the skills described in the curriculum, the state standards, and the state assessments.** Designing the curriculum provides a systematic process for teachers to interpret each state standard and then create a set of skills that underlie that standard, which all teachers agree to teach. In this manner, the skills correspond to or are aligned with the state standards. Most states attempt to determine that their state standards are aligned to their statewide assessments. If the state assessments are aligned to or match the state standards, then the skills outlined in the newly designed curriculum also will align to the state assessments. This three-way alignment increases the probability that students will perform well on statewide assessments.
- **Benefit: Continuity for students who transfer.** Student mobility is a concern of many districts, especially those in urban areas. When a district-level curriculum exists, with agreed-upon timelines for teaching content and skills, students who transfer between schools are guaranteed exposure to all of the standards for their grade level.

Summary

Although designing a new curriculum is not a simple process and requires hours of teachers' and principals' professional development time, the advantages for both teachers and students are extensive and greatly increase the likelihood of improved student achievement.

Teachers have the opportunity to:

- Determine the skills that are inherent in the standards and, therefore, that need to be taught.
- Incrementally evaluate their students' learning through formative assessments.
- Plan and alter their teaching based on students' learning needs based on the formative assessments.
- Share with each other those instructional practices that have proven successful with specific students.
- Create a curriculum of increasing cognitive difficulty and demand, and that reflects high expectations for all students.
- Provide academic continuity for students who move from school to school.

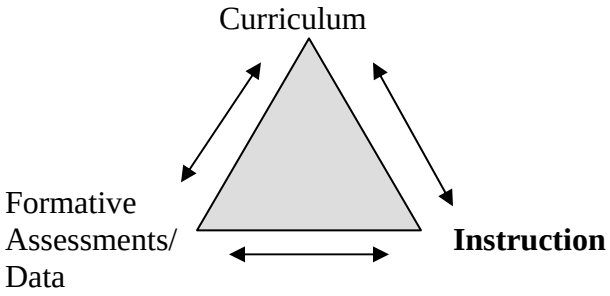
Students benefit from:

- An organized, hierarchical, and spiral approach to learning.
- Being well prepared in the previous grade level for the tasks at the next grade level.
- Teachers who understand their learning needs and respond to those needs by individualizing instruction.
- A rigorous curriculum that increases their engagement, interest, and motivation.
- Learning skills that are consistently taught and expected from one school to the next.
- Increased performance on state assessments because the curriculum, standards, and assessments are aligned.

Instruction: Its Role in High-Performing Districts

Although the curriculum details what the students are to know or be able to do, instruction provides how the curriculum is implemented and taught. Instruction is the second leg of the internal triangle of success for high-performing districts—curriculum, instruction, and formative assessments/data are the three sides of this important triangle, as shown in Figure 1.

Figure 1. The Core Components of High-Performing Districts



Instructing is the most important role of the teacher and it is an ever-evolving process as students, the classroom environment, and the content to be learned change. We simply cannot teach the same way we were taught 25 years or even five years ago. In addition, research (see online appendix) informs us about how specific types of students learn best. It becomes our task to match our instructional practices with those of our learners.

The following pages list findings from the research about the ways in which student groups often are taught, followed by discussion questions to consider. This information is important in examining teachers' current instructional practices, determining how they may or may not be supporting struggling students, and reflecting upon needed changes in the district improvement plan.

Instruction: Students From Poverty—
What Does the Research Tell Us?

Research (Barr & Parrett, 2003; Barr & Parrett, 2001 Haberman, 1991; Jagers & Carroll, 2002; and Padrón, Waxman, & Rivera, 2002) tells us that students from poverty:

- Are most often instructed through the use of lecture, drill, and practice techniques.
- Have teachers who control discussions and decision making.
- Are bombarded with worksheets that require low-level cognitive skills.
- Receive lessons and assignments that are less demanding than students from the middle class.
- "Spend a remarkable amount of time making collages and posters and coloring pictures under the guides of 'hands-on' learning" (Barr & Parrett, 2007, p. 31).
- Are taught by the least qualified and least effective teachers.
- Have teachers who focus on their own teaching rather than on student learning.

◈ *Discussion:* Name a school in your district that enrolls mostly middle or upper socioeconomic students. Name a school that enrolls mostly low-income students.

1. Which school houses the most qualified and effective teachers in your district?
2. Which school uses innovative instructional techniques such as student projects and experiential learning?
3. Which school spends more instructional time on worksheets and drills?
4. In which school do the teachers more often plan and discuss student work together?
5. Within a middle or high school, consider the same above questions for advanced classes versus "remedial" or basic courses.
6. In general, do teachers in your district hold similar academic expectations for all students, regardless of their family's income level?

✓ *Suggestion:* Consider your answers above when developing your district improvement/action plan. What needs to change regarding instruction for students from poverty?

Instruction: Students With Disabilities—What Do We Know?

Indiana school corporation data show that students with disabilities in Indiana:

- Often do not receive instruction in the least restrictive environment (LRE) despite the fact that mainstreaming or inclusion has been required for more than 15 years.
- Do not receive equal access to the curriculum and instruction that nondisabled students receive because they are not seated in the regular classroom most of their day.
- Are kept in classrooms and in wings of buildings or in portables that are physically separate from the general school population.
- Do not receive differentiated instruction that is appropriate for their learning needs when they are placed in regular classrooms.

◈ *Discussion:*

1. During the past five years, what has been your district's trend or pattern for enabling students with disabilities to move from a more restricted classroom placement (e.g., self-contained classroom) to a less restricted environment (e.g., resource room)?
2. Review the professional development provided to classroom teachers for the past five years.
    - How many hours of instruction did teachers receive regarding differentiated instruction?
    - What follow up (e.g., modeling, coaching) was provided to the teachers to increase their use of and the quality of the differentiated instruction?
    - How much time has been dedicated on a weekly basis for classroom teachers and teachers of special education to discuss student work and progress and determine instructional needs?
    - When conducting classroom walk-throughs, are principals able to recognize the quality of differentiated instruction and assist their teachers in improving their skills?

✓ *Suggestion:* Consider your answers above when developing your district improvement/action plan. What needs to change regarding instruction for students with disabilities?

Instruction: Students Learning English As an Additional Language—What Do We Know?

Learners of English or English Language Learners (ELL) or Limited English Proficient (LEP):

- Require five to seven years of strong support to learn English at the academic level, yet students often do not receive this long, intensive support.
- Receive pull-out or push-in support for a few hours a day or week rather than intensive support for the majority of the school day by a trained ESL/ELL teacher.
- Must have an individual learning plan (ILP) in the mainstream classroom to document their level of English proficiency (Levels 1–5), differentiated instruction strategies, and alternative grading and classroom assessment techniques; such plans do not always exist.
- Must annually participate in ISTEP+ to measure academic content knowledge as well as in LAS Links benchmark assessments to measure attainment of English proficiency.

◈ *Discussion:*

1. During the past five years, what patterns have emerged in the district in the ELL population? Has the number of students changed? Have the home languages changed?
2. How has the district responded to the changes? What types of instructional methodology was implemented in the schools (i.e., SIOP, CALLA, SDAIE)? What was the research to support the selection of the instruction? What evidence exists that it is effective?
3. Have the supports increased over the years in terms of number of hours of instruction the students receive from a trained ESL/ELL teacher?
4. Review the professional development provided to classroom teachers concerning ELL for the past five years.
    - How many hours of instruction did teachers receive regarding linguistics and cultural awareness, alternative grading, and classroom assessment techniques?
    - What follow up (e.g., modeling, coaching) was provided to teachers to increase their use of and the quality of their differentiated instructional strategies and assessments?
    - How much time is dedicated on a weekly basis for classroom teachers and teachers of ELL to discuss student work and progress and determine instructional needs?
5. How have the English Language Proficiency (ELP) Standards been integrated into regular classroom instruction and/or English language development instruction?
6. When conducting classroom walk-throughs, are principals able to recognize the quality of differentiated instruction strategies for ELLs and assist their teachers in improving?

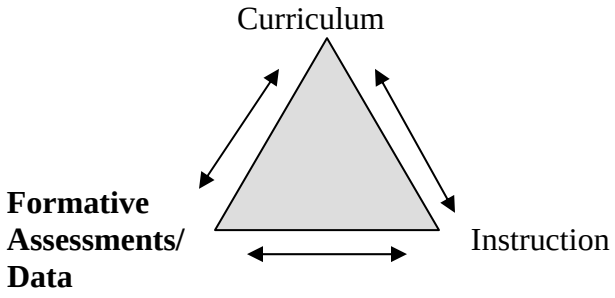
✓ *Suggestion:* Consider your answers when developing your district improvement/action plan. What needs to change regarding instruction, assessment, and grading for students who are learning English as an additional language?

Formative Assessment: Why Is It important?

When we think of assessment, we often think of ISTEP, which is a summative assessment. But educators need to focus on *formative assessments*—the daily and weekly assessments that provide teachers with the information they need to change and alter their instruction. Formative assessments, when done well, inform the teacher as to the specific piece or part of the learning that the student is struggling to grasp and that, therefore, is prohibiting mastery of the concept.

As shown in Figure 2, the curriculum initially serves as the basis for teacher instruction. However, on a daily or weekly basis, formative assessments are given, results are determined, and instruction is changed based on the learning needs of individual students.

Figure 2. The Core Components of High-Performing Districts



Developmentally Appropriate Formative Assessments

Formative assessments are inherently *developmentally appropriate*: They gather information about how the student arrived at the level of understanding by describing the thinking process rather than examining a finished product. They assist the teacher in determining the student's developmental level for mastering the process, whether it is sorting beads by shapes and colors in Kindergarten or completing an algebraic computation in eighth grade. In addition, formative assessments focus on the learner's strengths, i.e., what he can do today that he couldn't do yesterday. Formative assessments are considered as "practice" for the students—they are not part of the student's grade as the purpose is to assist teachers to know where to go next with instruction for each student.

Characteristics of Developmentally Appropriate or Formative Assessments

Sowers (2000) states that formative assessments:

1. Occur continuously over time.
2. Use a variety of means, with a focus on teacher observation and written documentation.
3. Focus on the student's cognitive development and learning strengths, rather than on deficiencies.
4. Afford the teacher useful information to inform curriculum and instructional decisions.
5. Integrate with the teaching process.

6. Demonstrate and allow for sensitivity toward individual, cultural, and linguistic diversity.

Examples of Formative Assessment

Formative assessments can take the shape of a variety of formats (Sowers, 2000):

1. Teacher observation
2. Student journals/slate journals
3. Portfolios/work samples
4. Conferences and interviews
5. Student record keeping
6. Language samples of ELL
7. Parent observation and report

Additional means specific to Indiana include:

8. Formative common assessments, e.g., Acuity
9. Progress monitoring assessments, e.g., Wireless Generation

◈ *Discussion:*

1. On a scale of 1 to 10, with 10 being the highest, at what level do the teachers in your district use formative assessments to guide instructional decisions? Does the number differ by grade level or school? If so, why might that be?
2. If teachers do not use formative assessments, what do they use to determine if changes in their instruction are needed? Do their lesson plans and textbooks guide their instructional decision making, allowing for little change in pace or differentiation for students?
3. Review the professional development schedule for the past three years. How often was formative assessment a topic?
4. What follow up (e.g., modeling, coaching) was provided to teachers in an effort to increase their use of, and the quality of their formative assessments?
5. When conducting classroom walk-throughs, are principals able to recognize the quality of formative assessments and assist their teachers in improving, as needed?

✓ *Suggestion:* Consider your answers when developing your district improvement/action plan. What needs to change regarding formative assessments?

References

Agullard, K., & Goughnour, D. (2006). *Central office inquiry: Assessing organization, roles, and functions to support school improvement.* San Francisco: WestEd.

American Institutes for Research (2005). *Toward more effective school districts: A review of the knowledge base.* Washington, DC: Author.

Annenberg Institute for School Reform. (2002). *School communities that work for results and equity.* Providence, RI: Annenberg Institute for School Reform at Brown University. Retrieved March 10, 2009, from http://www.schoolcommunities.org/Archive/images/Results.pdf

Ball, D., & Cohen, D. (1999). Developing practices, developing practitioners: Toward a practice-based theory of professional development. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 3–32). San Francisco: Jossey-Bass.

Barr, R. D., & Parrett, W. H. (2007). *The kids left behind: Catching up the underachieving children of poverty.* Bloomington, IN: The Solution Tree.

Barr, R. D., & Parrett, W. H. (2003). *Saving our students, saving our schools: 50 proven strategies for revitalizing at-risk students and low-performing schools.* Thousand Oaks, CA: Corwin.

Barr, R. D., & Parrett, W. H. (2001). *Hope fulfilled for at-risk and violent youth: K–12 programs that work.* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Bredekamp, S., & Rosegrant, T. (Eds.). (1995). *Reaching potentials: Transforming early childhood curriculum and assessment, Volume 2*. Washington, DC: National Association for the Education of Young Children.

Catsambis, S. (2001). Expanding knowledge of parental involvement in children's secondary education: Connections with high school seniors' academic success. *Social Psychology of Education, 5*(2), 149–177.

Cooper, H., Jackson, K., Nye, B., & Lindsay, J. J. (2001). A model of homework's influence on the performance evaluation of elementary school students. *Journal of Experimental Education, 69*(2), 181–199.

Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S., (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad.* Oxford, OH: National Staff Development Council. Retrieved February 19, 2009 from http://www.nsdc.org/news/NSDCstudy2009.pdf

Datnow, A., & Stringfield, S. (2000). Working together for reliable school reform. *Journal of Education for Students Placed At Risk, 5*(1&2), 183–204. Retrieved March 10, 2009, from http://www.aft.org/topics/school-improvement/downloads/working.pdf

Domina, T. (2005). Leveling the home advantage: Assessing the effectiveness of parental involvement in elementary school. *Sociology of Education, 78(*3), 233–249. Retrieved March 10, 2009, from http://www.gse.uci.edu/person/tdomina/documents/TD-SOE.pdf

Elmore, R. F. (2000). *Building a new structure for school leadership*. Washington, DC: The Albert Shanker Institute. Retrieved March 10, 2009, from http://www.shankerinstitute.org/Downloads/building.pdf

Garet, M. S., Porter, A. C., Desimone, L. M., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal, 38*(4), 915–945.

Haberman, M. (1991). The pedagogy of poverty versus good teaching. *Phi Delta Kappan, 73*(4), 290–294.

Hayes Jacobs, H. (1997). *Mapping the big picture: Integrating curriculum and assessment K–12.* Alexandria, VA: Association for Supervision and Curriculum Development.

Jagers, R. J., & Carroll, G., (2002). Issues in educating African American children and youth. In S. Stringfield and D. Land (Eds.), *Educating at-risk students (Yearbook [1]*2) 49–65. Chicago: National Society for the Study of Education.

Jeynes, W. H. (2003). A meta-analysis: The effects of parental involvement on minority children's academic achievement. *Education and Urban Society, 35*(2), 202–18.

Lewis, A. (with Paik, S.). (2001). *Add it up: Using research to improve education for low-income and minority students.* Washington, DC: Poverty and Race Research Action Council. Retrieved March 10, 2009, from http://www.prrac.org/pubs_aiu.pdf

Loucks-Horsley, S., Hewson, P. W., Love, N., & Stiles, K. E. (1998). *Designing professional development for teachers of science and mathematics.* Thousand Oaks, CA: Corwin Press.

Marschall, M. (2006). Parent involvement and educational outcomes for Latino students. *Review of Policy Research*, *23*(5), 1053–1076.

Mass Insight Education. (2004). *An academic benchmarking audit of the Lynn public schools: 2003–2004 school year executive summary and the full report.* Boston: Mass Insight Education.

McLaughlin, M., & Talbert, J. (2003*). Reforming districts: How districts support school reform.* (Document R-03-06). Seattle, WA: Center for Teaching Policy. Retrieved March 10, 2009, from http://depts.washington.edu/ctpmail/PDFs/ReformingDistricts-09-2003.pdf

The National Center for Educational Accountability. (n.d.). *2003 Broad prize for urban education best practice framework.* Austin, TX: Just for the Kids and The National Center for Educational Accountability.

New American Schools. (2003). *Framework for high-performing school districts.* Rochester, NY: The National Center for Education and the Economy.

O'Day, J., & Bitter, C. (2003). *Evaluation study of the immediate intervention/underperforming schools program and the high achieving/improving schools program of the public schools accountability act of 1999.* Washington, DC: American Institutes for Research.

Padrón, Y. N., Waxman, H. C., & Rivera, H. H., (2002, August). *Educating Hispanic students: Effective instructional practices (Practitioner Brief #5).* Santa Cruz: University of California, Center for Research on Education, Diversity, & Excellence.

Robins, K. N., Lindsey, R., Lindsey, D., Terrell, R. (2006). *Culturally proficient instruction: A guide for people who teach,* (2nd edition). Thousand Oaks, CA: Corwin Press.

Skrla, L., Scheurich, J. J., Johnson, Jr., J. F., Hogan, D., Koschoreck, J. W., & Smith, P. A. (2000). *Equity-driven achievement-focused school districts: A report on systemic school success in four Texas school districts serving diverse student populations*. Austin, TX: The Charles A. Dana Center, The University of Texas at Austin. Retrieved March 10, 2009, from http://edweb.sdsu.edu/ncust/publications/equity_driven_districts.pdf

Snipes, J., Doolittle, F., & Herlihy, C. (2002). *Foundations for success: Case studies of how urban school systems improve student achievement.* Washington, DC: MDRC for the Council of the Great City Schools. Retrieved March 10, 2009, from http://www.mdrc.org/publications/47/full.pdf

Sowers, J. (2000). *Language arts in early education.* Albany, NY: Delmar

Sprinthall, N. A., Reiman, A. J., & Thies-Sprinthall, L. (1996). Teacher professional development. In J. Sikula (Ed.), *Handbook of research on teacher education* (2nd ed.) (pp. 666–703). New York: Macmillan.

Supovitz, J. A. (2001). Translating teaching practice into improved student performance. In S. Fuhrman (Ed.), *From the capitol to the classroom: Standards-based reform in the states. (The One Hundredth Yearbook of the National Society for the Study of Education, Part Two)* (pp. 81–98). Chicago: National Society for the Study of Education.

Togneri, W., & Anderson, S. E. (2003). *Beyond islands of excellence: What districts can do to improve instruction and achievement in all schools.* Washington, DC: Learning First

Alliance. Retrieved March 10, 2009, from http://www.learningfirst.org/publications/districts/ (requires free registration).

Trusty, J., Plata, M., & Salazar, C. F. (2003). Modeling Mexican Americans' educational expectations: Longitudinal effects of variables across adolescence. *Journal of Adolescent Research, 18*(2), 131–153.

U.S. Department of Education. (2006). *LEA and school improvement: Non-regulatory guidance.* Washington, DC: Author. Retrieved March 10, 2009, from http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.pdf

Wilson, S. M., & Berne, J. (1999). Teacher learning and the acquisition of professional knowledge: An examination of research on contemporary professional development. *Review of Research in Education, 24*(1), 173–209.